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ABSTRACT

This paper describes an experiment with background material designed to promote problem (learning disabled) employees as human resources rather than rejects. The material is presented in the form of the transcript of a fictional advisory committee meeting attended by the human resources manager, assistant corporate counsel, training director, line foreman and local union president, psychologist, information analyst, and employment counselor of an organization. The stated purpose of this hypothetical meeting is to investigate the reinterpretation of certain problem employees as possibly being learning disabled and to examine some cost-saving effects of considering the new identification of those problem employees. Topics include a proposed staff development course to enhance management and supervisor awareness and to explore modification of the work environment to make productive and stable employees, behaviors of learning disabled employees, subjects that could be built into the course, identification of learning disabled persons, value (profit) of the program, the need for change in supervisors' attitudes and techniques, and testing of a person's learning style. Appendixes include charts with behavior problems of high risk students and corresponding notes and references on: (1) job behavior of problem employees, (2) neurological descriptions of learning disabilities, (3) behavior problems of diagnosed learning disabled people, (4) occupational therapy descriptions of learning disabilities, and (5) leadership styles. The transcript was field tested in a business administration class at the University of Illinois. Audience reaction is included in the concluding remarks. (YLB)

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THE ADULT LEARNING DISABLED EMPLOYEE: THE ORGANIZATION'S HIDDEN HUMAN RESOURCE

by

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B ADM 411 Problems of Personnel Management
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Purposes of the Paper

Writing this paper has served a number of purposes:

1. To present the problem employee from a number of organizational viewpoints discussed in class.
2. To prepare the author with background for promoting problem employees as human resources rather than rejects.
3. To form the second part of a promotional package--group awareness to lead to staff development planning.
4. To experiment with the material in a non-traditional form, away from the academic paper model--to consider development as a future video tape, or live role session for another presentation.
5. To field test for audience reaction to the material as it now stands. Those evaluations will be summarized in the concluding remarks.

MINDFUL INC.

January 32, 1981

Ms. Vera Bright, Human Resources Manager
Mensa Manufacturing, Inc.
159 IQ Street
Brainsville, Jefferson

Dear Ms. Bright:

It was a pleasure to receive your confirmation of February 31 for an informational meeting with you and your advisory committee to consider the possibility of management/staff development seminars on the topic, "The Adult Learning Disabled Employee: The Organization's Hidden Human Resource."

The following people in addition to you, will be part of the committee, according to my information:

Lee Galarm, Assistant Corporate Counsel
Itsa Goodplan, Training Director
Armon Hammar, Line Foreman and President of Local 280 of A.F. of L.
Tellme Moore, Psychologist
Day Ta Bays, Information Analysist
A. Niewe Jobb, Employment Counselor

My understanding is that the purpose of the meeting will be to investigate the reinterpretation of certain problem employees as possibly being learning disabled, and to examine some cost saving effects of considering the new identification of those problem employees.

Thank you for the opportunity to discuss this progressive step in human resources management. I look forward to our meeting.

Sincerely yours,

Janet Macomber

Janet Macomber

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Transcript of Advisory Committee Meeting, February 31, 1981:

The Adult Learning Disabled Employee: The Organization's Hidden Human Resource.

Bright: Thank you all for coming. We have high hopes of having some interesting input. Let's begin this meeting with having Ms. Macomber review her hypothesis about learning disabled employees.

Macomber: Figures vary depending on the source of the information and their definition of who is actually disabled, but the mid-range of employed people with learning disabilities is probably from 10-15%, based on the general population. (1) If you look at your total employment figure of 1,021 in this company, including management, this suggests some sort of moderate to severe learning problems existing throughout this organization in 100 people. In terms of training and staff development, the teaching style of the instructor probably won't fit a number of participants in the programs, so they will be only partially taught. To add to this, some learning disabilities are perceptual or motor problems and this could cause accidents on the job, leading to costs in medical and disability benefits. Furthermore, there are some learning disabilities in social perception--people who constantly misread facial expressions and react awkwardly, leading to interpersonal problems on the job. And lastly, some people do not process language adequately to understand conversations totally, and they respond insufficiently. The result of these four types of situations: 1) partial training, 2) accident rates, 3) social problems, and 4) language processing difficulty, probably contribute to your turnover rate of 10%--at least there is evidence from school systems who have dropouts with the same sorts of problems. What I'm proposing is a staff development course to help

management and supervisor awareness and to explore some ideas for modifying the work environment to make productive and stable employees.

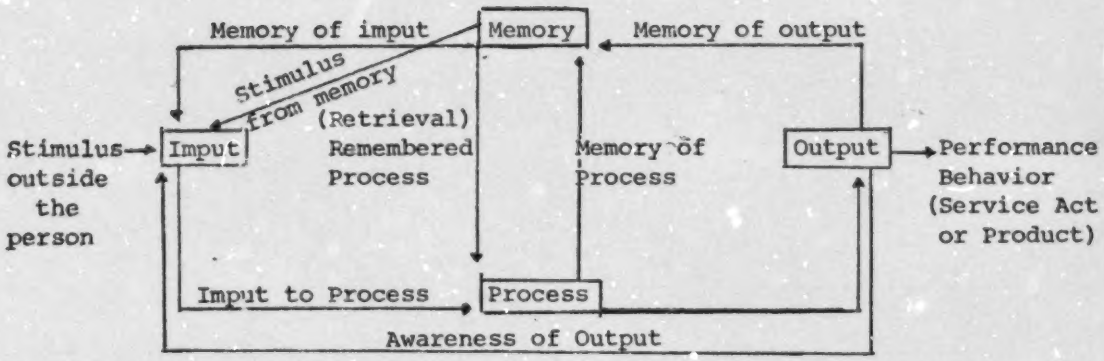
Jobb: Could we talk first about the behaviors of the learning disabled employees? Armon has sent me several employees for counseling and it didn't seem to do much good. They just got into worse trouble and eventually we lost them. Is there a chance they could have had a learning disability?

Macomber: Some classroom teachers I've worked with have said the same thing about students who just can't conform to performance and expectation standards and are very hostile toward criticism. They try to get the students out of the classroom. Then there are the students who seem to be trying, but don't learn things fast enough. Their work rate is so slow they get behind everyone else, even though they are intelligent. There are safety and building evacuation notices and procedures posted that these students never learn well enough. It's easy to say that the reason is lack of attention, but in reality it is probably a reading or attention span deficit. (2) Then there are students who appear to listen carefully, but do not remember oral instructions, or step-by-step procedures. You man have had to counsel some people with listening problems and they didn't understand your interpretation or suggestions.

Moore: It might help if you explain how a person with normal or above normal intelligence could have trouble learning or performing certain tasks.

Macomber: Since learning disabilities aren't generally familiar as a basic problem in many job performance areas, I've brought along a systems model of the learning and performance process. The model probably won't explain every situation, but it is useful in getting understanding

Exhibit 1. LEARNING AND PERFORMANCE PROCESS MODEL (3)



started. Data processing has developed the model extensively as a flow chart, so I'm sure Mr. Bays will find this very elementary. Here is a copy of the model.

As you look at the diagram, imagine that the "Stimulus Outside the Person" could enter through the eyes, ears, touch, or body position. Of course it could be taste or smell also, but typically these senses aren't used on most jobs as much as the others.

The stimulus is scanned by memory of past experiences, or if the stimulus is part of an automatic habit, it goes directly to process and then output performance. The person is aware of each part of the action, and relates each part to others in the memory, to use again to improve future performance. There are memories in the areas of vision, hearing, touch, motor patterns, and body position. Each of these memories are tied neurologically to the brain by sensory pathways. (4)

You all are familiar with total handicaps in the sensory and motor areas through your hiring of the handicapped. (5) It is easy to understand how if one sense is totally disabled, the whole learning path from that sense just isn't usable. Or in the case of the wheelchair people, a part of the nervous system is damaged, giving them the challenge of compensating physically to meet life's demands.

Hammar: Are the learning disabled people handicapped?

Macomber: I'd like to know if you mean "handicapped" in the sense of your company's legal responsibilities, in terms of their work production, or in their learning ability? We should talk about all three of these areas today; maybe we could stay with the learning problems first, and then go on to the other areas later.

Moore: What she's saying, Armon, is these people are partially handicapped in their task performance. That's what you probably notice most--the difference from what you'd expect them to do and what they're actually turning out.

Hammar: That's right, they don't even see their mistakes. A few I have will do parts of the job up to specification, but some detail slips by them--not every time--but sometimes. I think they must be careless or have some personal problem, so I send them to Jobb, here, after talking to them doesn't do any good.

Jobb: Half the time I think I'm wasting my time because what I say goes in one ear and out the other. They just don't remember, don't care, don't remember, and don't follow through.

Goodplan: I notice certain trainees, especially some of the ones that C.E.T.A. sends us. They can do things only one way. We get them in one of our training programs and they complain that's not the way to do something. Or they act resentful, like we're deliberately criticizing them. They just don't last--no wonder they can't keep jobs.

Macomber: All of you have described behavior that really could be the way learning disabilities show up: deviation from expectations, visual detail problems, listening problems, and resentment. (7) Has anyone here studied where your accidents occur? Or if there are any patterns of absenteeism? (8)

Bright: Without any collected data my perception has been that most of the sick days are taken by workers who have appeared too intelligent for their jobs--you know, underemployed. It never has been clear to me how they appear promising on paper, but are so dissatisfied, and

never stay with something long enough for us to move them up. I always wonder if it's something we're doing or not doing because their exit interviews never turn up anything specific as an overall pattern.(9)

Another thing I wonder about is the same people having the same kinds of accidents over and over--we usually call it "accident prone." Could it be that we've mislabeled the accident proneness and have failed to see a pattern in the underemployed?

Macomber: It's entirely possible that the accidents fall into the area of visual-space problems. One set of learning disabilities has to do with judging space and moving oneself around in it. (10) There are different behaviors with each type of problem. Getting fingers or clothing caught in machinery is different from falling or not evenly controling large muscles in heavy equipment operation.

The underemployed person you will notice even at the supervision and management level, not only as blue collar employees. Think about the executive "burn-out" cases you've noticed.(11) There was every indication that these people could continue high responsibilities for much longer than they did. Looking back at them, did they carry office work home, or stay overtime here? Were they "compulsive" about checking for mistakes? Were any of them dependent on secretaries to type everything, even small notes? Did they seem to have difficulty organizing people as they assumed larger and larger departments? There is a possibility that each person had a mild learning disability with a high intelligence to figure out ways of compensating so the problem was covered. As time stress and comprehensive stress increased the necessary increase in compensatory time could not be found, resulting in a human over-load.

Bright: As my memo to each of you indicated we are convened to consider the possibility of a staff development seminars course. Day Ta is with us, to offer suggestions in information processing for budget scheduling and evaluation, should be decide to go with the course.

Macomber: Have you mentioned the idea to the Executive Board?

Bright: Not yet, officially. We have discussed the problems more as typical losses we face and must write off somehow. (12) .No one has considered a solution, though. We really will need their support for this new idea so we should make a good case. Personally, I think if we can reduce turnover enough to pay for the program and break even the first time we offer it, we would gradually see some reduction in employee training time, and certainly production rate increase from better training and less absenteeism. Our sick pay losses could be reduced, and so could accident compensation.
Let's turn this tape off, and discuss how we each feel about trying a program or course to increase awareness and understanding of learning....(disabled employees).

Bright: To get back to recording, we have decided to explore the idea of a workshop series which would cover the areas we talked about and how we can deal with the problems in this redefinition.

Moore: We need to say on the tape that some of us would like to have some in-depth understanding of learning disabilities so we can make intelligent decisions when policy problems come up--such as making allowances for certain learning disability behaviors, how much, and for how long--how many chances do they get? And some of us want practical

things we can try on-the-job to get things moving, now.

Macomber: Are we talking about the same content used as general strategy theory as well as specific action strategy? (13) Something maybe like a "conceptual-social-technical" combination model?

Bright: No, I don't think we mean exactly the same content for everyone. It probably doesn't concern Armon why the worker is learning disabled in terms of neurology. What he wants to know, and thinks other foremen need to know, is how to handle the work groups.

Hammar: You're right. I can just see it now. One worker really has a problem so we try to help him out by changing something about the procedure or the job. Then I get accused of "special cases" or "adjustments," and put on the spot with other workers demanding adjustments. Equality is the name of the game with the union behind it all the way. Learning disabilities, as I understand it, isn't something you can always see like some other handicaps, so how do you know, or anyone else, if the guy really has one, or he's just pulling your leg, to make the job easier and still collect the same pay?

Hell, I'm a slow reader, and my writing isn't so hot either, but I never beg off. No one gave me a break; I just had to work harder. I'd never admit this to my crew, though.

Jobb: Getting back to decision making and management...changing attitudes isn't easy.(15) People resist change, especially if they feel their freedom is being threatened, and if they feel their present values are not resulting in success for them.(16) If people are led gradually and not pressured, there will be less resistance. To illustrate, our first experience with civil rights, hiring of the handicapped, affirmative action, and women's rights, have taught us that forced change doesn't

alter personal attitudes. Some of management, and others have conflicts within themselves thinking one way and acting another.(17) In my opinion, I think that sessions for managers should be separate from the practical sessions with foremen.

Hammar: What about the attitudes of people on the line: lots of times they are prejudiced, really narrow minded (they call it "conservative") and just can't handle change that's forced on them either. Could we work something in about attitude for them; they make decisions too, just not the same kind as management.

Jobb: I guess I'm saying that resistance at the management level carries greater consequences because the decisions affect more people. Of course they are people too. (group laughter) Well, let's assume then, that along with information, we also are careful to pick up on comments that reflect high resistance and then work something into the course based on that.

Bays: May I say something? Most managers I work with like printed figures. It reassures them. Why don't we prepare one session dealing with cost-saving parts of training people course?

Goodplan: I think that we should plan the budget and evaluation proposal right along with the initial program proposal--just build it in. (18) Day, we could work together on that.

Galarm: Armon and I have worked with each other, or should I say "against" (long pause) in contract negotiations. I'm curious about his comments of equity and fair play. How does he see the union's position toward possible reverse discrimination factors such as in the case of supporting a very bright learning disabled employee so that he is promoted

over a regular career employee who never had the advantage of support?

Hammar, I think I lost you there, Lee. Were you saying like for instance myself, what if I gave a break to a worker with a learning disability and he gets promoted and I don't, even with my seniority?

Galarm: Yes, I think we should consider the legal sides of any action we take that might appear as if we might possibly be favoring one handicapped or non-handicapped group. On the other hand, to do nothing toward one group would quite possibly lead to legal class action suits, expecially from a minority group such as the learning disabled group that is just getting on its feet.

Bright: While we've been talking I've jotted down some subjects we could build into the course. I have seven:

1. Supervision, discipline, appraisal problems.
2. Training and learning problems.
3. Social behavior and learning disability.
4. Legal considerations.
5. Testing considerations.
6. Cost-savings considerations.
7. Changes within the organization.

Can anyone think of anything else?

Macomber: Where would the explanation of learning disabilities go?

Moore: I could see it going first along with supervision, discipline and appraisal, because I don't think people will understand why all this change is necessary. I do think the explanation should be non-professional and avoid terminology.

Jobb: Maybe we could find out what problems and needs people have and go from there?

Goodplan: In my opinion we should have definite goals for the program: we already know the problems.

Galarm: Not necessarily--the legal environment has only been touched here. We could have problems we haven't thought of.

Bays. I agree with Itsa. We need to have figures on paper, a financial plan to justify all this time we're spending.

Bright: It seems to me we have digressed a bit. Could we get back to the subject areas? Of course all the considerations you mention need to be included, but we should get on with relating the learning disabled to these areas. If it is all right with everyone, since we've talked about the problem employee, we should go on to the subjects.

Moore: Before we do anything, how are we going to prove the person actually has a learning disability ? We can't do an individual assessment on each person like in the public schools; that's too expensive.

Bright: Why don't we begin with the problems of handicapped status. Who wants to serve first....Tellme or Lee?

Galarm: If you don't mind, I'll be first because I have an appointment at my other office and must leave. To begin with, what I'm hearing is that people with learning disabilities are not well enough organized to cause us much trouble as a minority group. However, if a learning disabled person also were a member of another minority group, filing under Civil Rights Act of 1964 might be possible. If the learning disabled person were female, a case might fall under the Equal Pay Act of 1963. If the person were between the ages of 40-65, filing under the Age Discrimination in Employment Act of 1967 might be possible.(19)

Under the Manpower Development and Training Act of 1962, we are more likely to receive legal action for lack of appropriate on-the-job training. We have already mentioned our C.E.T.A. (Comprehensive Employment and Training Act, 1973) workers. (20)

What I'm getting at is there is a basic difference between the Civil Rights, Women's Rights, and Employment of the Handicapped movements and the Learning Disability movement. Each of the first three groups has a physical identity--of race or ethnicity, of sex, or some visible or medically documented handicap. These groups are trying to prove to the world they are not disabled or second class, somehow trying to reduce the cognitive dissonance between those two concepts and employability, by diverting attention toward what they can do as employees. (21)

Most learning disabled people, if seated or standing quietly, would be within a normal range of appearance. Many of the successful learning disabled people have become so masterful at compensating at work that the learning disability is covered, only to appear under stress. The unsuccessful learning disabled people have a cluster of areas which prevent adequate compensation, such as English as a second language, low socio-economic status, poor nutrition, lack of previous educational support and remediation, and so on. The successful learning disabled people do not want the label of "handicapped" although I imagine some understanding of working and learning styles would be helpful to them. The underachievers do not know how to advocate for themselves. It has fallen on parents to fight for identity and recognition of their learning disabled children, but no one advocates for adults.

An enormous advocate group, the Association for Children and Adults with Learning Disabilities (ACLD) was instrumental in the passage of several laws applying to education, and vocational training.

1) The Education of All Handicapped Law (1977) includes provisions for "(9) persons with specific learning disabilities" who "require a modified vocational education program." While applied mainly to educational institutions, it can be extended to job training since it covers ages 3-21. (23)

2) The Vocational Education Act Amendments of 1976, Title II, (P.L. 94-142) includes provisions for academic disadvantages such as lacking reading, writing or math skills, or low achievement indicating some language interference with learning. (22) Title II, is to insure that people have access to job training. Special funds go to facilities that provide career training.

3) Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) states that handicapped persons have opportunities to benefit from services equal to those provided to others, and exclusion of handicapped children from school programs is a violation of civil rights. (24) Furthermore, testing is mentioned--that it doesn't distort aptitude or achievement by filtering through a disabled area. The non-discrimination provisions of Section 504 provide a definition of the handicapped person, access to adult educational services, employment, discrimination in job assignments, and classification, seniority, selection and financial support for training, and describe "reasonable accomodations" such as "modification of work schedule, or job restructuring," and "provision of readers." (25)

One provision that particularly applies to the learning disabled adult is pre-employment inquiries. The person must volunteer the information and take the consequences of unrecorded judgements regarding the learning disability. (26)

The Rehabilitation, Comprehensive Services and Developmental Disabilities Act of 1978 (P.L. 95-602) does not include a definition of learning disabilities. The ACLD group argues that the Rehabilitation Services Administration is denying services to individuals with specific learning disabilities because of using the definitions in P.L. 95-602 instead of the definition in Section 504.(27) You can see if the ACLD group ever gets behind the adult learning disabilities legislation, there will be more regulations for us to work with in addition to the present hiring, training, and job modification.

But, I suppose that my greatest concern is disability as a policy concept. The trouble is behind the definition of <u>disability</u> as <u>damage to an ability</u>, or <u>an inability which was never intact</u>. (28) "Disabled" or "handicapped" is often a word substituted for "crippled." (29) There are also conditions which disqualify people for ordinary activities of life, but which aren't visible. It takes a physician or psychologist to diagnose the conditions, and more evaluations as to how the individuals adjust or compensate for the impairments, in order to qualify legally for handicapped or disabled benefits under present law.

Rehabilitation services are denied to people who are learning disabled because many are medically undiagnosable. If there were

a way to identify strong learning areas, and avoid the disabled learning areas, job training could be developmental rather than therapeutic. (30) There would be less need for people to seek legal action for compliance to laws and to obtain benefits.

There is a continuing expansion for governmental support for disability programs with the disabilities defined and legally confirmed, yet a confounding publicity campaign for people to ignore handicaps,take people as individuals and be unprejudiced in employment. (31)

Personally, I think that your first hurdle in launching the program is going to be in attitudinal policy in the company as well as individual executive attitude toward disabilities and affirmative action. Why should the company change if past policy has resulted in the present state of growth? With that I'll leave you to your planning. (32)

Bays: Earlier I mentioned preparing a cost-per-hire vs. cost-per-retrained employee statement as part of our proposal to the Board. We are talking about a very controversial subject: putting a dollar figure on a human resource. May I suggest that we start by talking about human services to the company through the job function? It will make what I propose much easier to explain.

Each job has a related wage or salary compensation which is exchanged for the services of the person doing the job. The "services" are what Ms. Macomber showed on her chart as memory, process, and output. The "product" is the form the service takes either as decision making, some production contribution or some direct service act to people.

It is impossible to measure or to put an accurate dollars and cents on how much of memory, habits or skills, creative thinking, or effort goes into the product or service. What we can compute is our investment into each job function and the return on investment (profit/loss) we calculate for each job unit. Before I go on I need to remark that some service jobs do not directly make money for the company, and in fact some clerical jobs do not even break even, but those jobs are essential components in the overall system. We must compete with what those employees would receive doing a productive function in another institution--for instance, we retain a company nurse whom we hope will not be busy with injuries or communicable diseases, yet, we pay her comparable hospital wages.

At any rate, we can arrive at an average Cost-Per-Hire figure based on percentage of position recruitment costs, interviewing time, initial payroll and employment data processing, training and orientation time (unproductive), the differential profit between new-hire production and full expectancy production. We can compute the daily wage for each job classification, the environment cost of that position, and the fringe benefit cost of that position, giving us a Daily Job Cost.(33) The Production Value of a job can be computed by taking the wholesale or marketable value of a product or service, subtracting the materials and operational costs per product or service unit to arrive at a profit figure for the unit or service. To find the profit contribution of a certain job you have to consider if all employee contributions are equal. If so, the percent of profit on each item or service can be obtained by dividing the profit per item by the number of workers.

If not, some sort of differential scale needs to be worked out for each person's percentage contribution or service.

There is always the question of brainpower worth, usually from an elitist point of view rather than thinking and decision-making forming a part of many goods or services operations. For instance, how much has a product cost in the designing stage? The profit of the designers' job would be realized in selling enough items over the cost of the designing stage to pay for that on a per unit basis. The point here is that when a management or any other position is vacant, it is not the inate worth of that person we lose, but his/her contribution to the company's functioning, in terms of time and the imput component to the product or service.

Back to the subject. After getting the profit per worker per item, multiply by the units per day to obtain the gross Daily Job Profit or the Job Production Value for a particular job. By subtracting the daily job cost, the net daily job profit/loss per job can be obtained. By having a daily profit figure on each job, based on output expectancy, we could run a cost analysis on turnover: job vacancy and probationary production sum.

Without any spectacular predictions we could offer to the Board to reduce turnover by 25% in one year (about 25 people). By the second year, the turnover should continue to drop,and probably the production rate would increase for a number of jobs due to better training. By keeping reconds over a period of several years, we could document the value of the program we're talking about.

Bright: Could we have a copy of your blackboard notes to put with this tape transcript?

Figure 2. DA TA BAYS: JOB PRODUCTION VALUE (DAILY JOB PROFIT)

Cost Per Hire

% per position recruitment cost (number of same jobs open into 100%)
x total cost of recruitment (ads, announcements)
= pro-rated recruitment cost
+ interviewing time (average per type of position)
+ personnel records processing per hire
+ training cost pro-rated per trainee
+ orientation time (if groups, average)
+ differential in profit between new hire production during probationary period, and daily job profit expectancy
= Cost Per Hire

Daily Job Cost

+ daily wage
+ overtime (if applicable)
+ fringe benefits
+ FICA and workman's compensation contributions
+ job environment costs (light, heat, telephone, breaks)
= Daily Job Cost

Job Production Value (Daily Job Profit)

+ market value of product or service per item/position
- materials or supplies per item/service
- operational costs (machinery, equipment, depreciation)
= profit per item/service
÷ number of employees contributing to production
= profit per worker per item/service
x number of units per day expectancy
= gross daily job profit/loss per job/position
- daily job cost
= net daily job profit/loss per job

Bright: From what Lee said, legal proof of a handicap is not easy, yet this is what compliance is based on. We are restricted to the optional disclosure of a handicap at hiring. Yet, we seem to be faced with a probability of even more legal pressure to identify, hire, and train learning disabled people. Convincing the Board that we have a hidden resource rather than poor workers, and that it is more profitable to retain and retrain on a cost-effective basis won't be easy either.

Now I find still another concern coming to mind: organizational change.(34) Ms. Macomber, when we first talked you related to me how the school where you taught changed from a heavy bureaucratic model to a humanistic model during the tenure of three principals and over a period of fifteen years. The image of the learning disabled student also changed from a disruptive, disturbed person, frequently "fired" from the classroom, to a productive worker. How much of the student change is due to legal requirements to serve learning disabled students, and how much is due to a change in supervisors' (teachers') attitudes and techniques?

Macomber: When I began in that school the decision making was all at the top at Central Office--policy, hiring, appraisal, everything. Then the system was decentralized, spreading the personnel function to the mid-managers (principals). During the same time, the union (UEA) became the collective bargaining agent for the foremen (teachers) and more power emerged in that area, diluting the absolute power of top management.

Outside influences in the organizational environment affected the attitudes of the workers (students) in the sixties, and they began to resist authority as military draft resisters were doing. About this time a humanistic middle manager was hired and he introduced

a shared decision model to the foremen and a rights and responsibilities discipline procedure for the workers.

During the authoritarian period, the workers could provide imput only by resistance, disruption, absenteeism, and being fired (suspended). Since the learning disabled workers could not conform to the strict educational plan and discipline, they were the ones most excluded educationally and socially. They fell behind in production (learning) and were labeled slow learners, or socially maladjusted, and assigned to other working environments. The remedial-tutorial teacher came in as an alternate foreman and training director. It was much like the C.E.T.A. program today: the worker had to make the transfer and adjustments to the work environment, since the foremen and the job description weren't changing.

During the initial humanistic period, the label "Socially Maladjusted Type B" was changed to "Learning Disabilities." Foremen became interested and began to make some work environment adjustments, such as reduced work load and slower work pace. The change altered the situation from open adversary roles to a tolerance contest between foremen and workers.

When the "mainstreaming" concept emerged with the "least restrictive environment" clause in P.L. 94-142, it was possible to initiate the most effective change--that of placing the alternative training director in the work environment itself to aid in job task modification, skills development, social problem resolution, and as a support to the foremen to keep production up. (35) The workers learned to find alternative procedures and to advocate for job description changes. The work environment has changed considerably for [illegible]better.

What this has to do with your company is that as the generation of the '80s moves through humanistic schools they will insist on a decentralized, humanistic work environment as an expectation. As young managers work up to top management there will be a change in leadership models. While conflict is simply inevitable, solutions are too.

To give you an idea of one aspect in the change process--different learning disabilities surface under different management constructs. In a systems theory of management, the people with sequencing problems will have more trouble than other learning disabled people because of the necessity of following procedures. (36) In a behavioristic organizational model, the trouble will occur with relationship to the reinforcer and the perception of work rewards. (37) It is difficult to follow authority when one doesn't understand why. In the humanistic model people with self-perception problems get lost. They confuse directions, goals, and decision making lines. In a contingency model, distractions and unique factors in the external environment offer confusion.(38) Setting priorities is difficult. If any of your management people have learning disabilities connected with delegating people and group dynamics, you can predict increased stress in making decisions on information in the immediate environment. As the young learning disabled employees advocate to traditional authority figures, you can predict misunderstanding. From this standpoint of unavoidable organizational change, it is necessary to provide some flexibility in supervisory style. Increased tolerance of individual differences while maintaining work and conduct standards can be developed if people are willing to accept change as a norm.

Flexibility of supervisory roles and assignments can reduce feelings of risk. It seems to me that adult organizations have little choice what is in their future.

It might be worthwhile to consider the concept of adapting to the learning disabled employee as a model for the change process in general, because once the employee problems are reinterpreted, developing these hidden human resources will provide a model for developing human resources as a whole.

Bright: Tellme, from your experience in testing, what do you think are points to cover in our seminars?

Moore: From the model of the learning system we examined earlier, I think that people giving tests or work skills proficiencies should give an extra thought or two to the test tasks and the way they are initiated. (39) For instance, we can work a question in a test in such a way that it will sort out high English proficiency as a first factor and the task knowledge second. Maybe high English proficiency isn't necessary to a particular job, but the test is more language oriented than job oriented, so some job skilled people lose out.

If we are going to test performance, then the skills need to get into the person's head, into the memory or process areas and out into behavior. If the person has a block along the line of this sequence, the examiners need to know it, so they can get only the skills performance measure. If the person can be told what to do for evaluation instead of reading directions, what difference does it make, if reading directions is not the skill necessary to the job performance?

If we know there is a learning disability in a certain area, we are going to have to test around it--especially if the disabled area is not

part of the job description.

We also have the hiring restrictions mentioned by Galarm--the 504 provision. He didn't mention Section 84.13 concerning tests and employment selection criteria. That section states "tests must measure job performance, not any skills unless related to the job." (40) There is the question of personnel testing under Title 29 (Chapter XIV, No. 1607 of the E.E.O. Guidelines on Employee Selection Procedures). Tests of general intelligence, mental ability, learning ability and specific abilities aren't seen as valid predictors of employee job performance. (41) What does this say to us if we try to document the possibility of learning disabilities through testing with these instruments? We can't ask the employees and we can't test them.

Macomber: I am developing a survey instrument which is not a test. What it describes is a person's strong learning style. By my experience I infer that the weaker areas probably can contain a learning disability. We could do the inventories in order to put our interactions with problem employees, and all others for that matter, in their best learning areas, without even mentioning any learning disability. In the work situation, specific therapy isn't possible anyway.

Bright: If we were to make any changes in job descriptions, this might be a good one--to describe the job in terms of learning tasks, such as visual-fine motor for clerical, auditory-vocal-manual for foremen, or visual-manual for machine operators. This might help our placement, training and appraisal. Speaking of appraisals, what do you say, Armon?

Hammar: My worst problem is getting the workers and other foremen to understand what I really mean at the union meetings and on the job. Since we decentralized as part of our contract settlement several years back, we've been trying to handle the day-to-day problems in the unit. We avoid grievances this way and the workers feel they can speak out and be heard. I hear them all right, but when I try to tell them how to solve the problem, they don't listen. Some of them have a chip on their shoulders, like I'm out to get them, and turn me off when I give them good common sense advice.

I thought the personnel work was going to be a good idea, especially as far as the contract goes, because we could handle problems before they went all out of shape and we lost a lot of work time. We still lose work time, because men are taking their sick days to cool off.

I went to a union workshop that told us about "avoidance reactions" and people being stubborn about supervision. (42) They talked about destructive personalities and disruptive personalities, defiant personalities, disorganized personalities and how to deal with them. (43) I've seen them all. They fit the description of learning disabled students Ms. Macomber talked about. Used to be you could tell workers to do something and they'd obey, like the army, but now they want to do things their own way. (44) I figure all the "reflective" business in that workshop probably belongs in offices.

Now I hear you saying some of these problems could be the way people learn? Maybe they just don't want to learn! I tell the workers in their appraisal interviews exactly where they come up short, and exactly what standards are. (45) I tell them the union can't

back them up unless their nose is clean. They file a grievance with a poor record and we get nowhere.

Jobb: Armon, we've seen a lot of folks come and go in our time. Some of them we kinda know before the first week is over they won't last. Yet, we'd have the "feds" down on us if we didn't give them a chance. We can see the drug users and the alcoholics. You just don't know what got them started. Some of them have been with us for years and have been good employees. Armon, the troubled employees aren't all at the line level. There are management people who go along getting promoted until a promotion will be one too many and they can't handle it. (46) We just get our share of the world's people problems.

Ms. Macomber is telling us that 10-15% of the population have learning problems. I read that 25% of the nation's working population have some sort of emotional disorder requiring treatment. (47) I'm wondering how many of these people are in both categories. Another thing I'm wondering is how our industrial accidents relate to both the learning problems and emotional disorders.

Bright: We can talk workman's comp. in here as a very real cost of personnel. Originally, you know, workman's compensation covered only physical accidents and diseases, but recently courts have expanded the concept to include mental disorders that are work caused. (48) We get literature on mental health and quality of work life. I went to a session at an A.S.P.A. Conference where they described industrial health programs, health education, health insurance coverage as important to the mental health of employees. One report from the New York Telephone Company on absenteeism found the sicknesses reported fell into a

category of psychoneurotic illnesses. (49)

This may be a far-fetched idea that an employee could be suffering a physical-emotional strain at work because of a learning disability. Could this actually bring on physical illness, or mental illness, and if so, how much responsibility do we have to adjust the work environment to fit the individual so s/he can do the best work possible?

Base: It might be interesting to find out how absenteeism is distributed throughout the company and if there is any relationship to people who have other work problems in safety or training.

Goodplan: I think everyone sitting here who has had any contact with the problem employees of our company would verify that an employee doesn't stop with one problem, solve it, and go on with a clean slate happily ever after. People with problems usually get a bunch of them. If it's not a bunch of different problems, it's a bunch of the same kind of problem. Sometimes I think certain people are born losers.

Macomber: In a way you have described the learning disabled person very accurately. The disability may be inside the brain so that every different task that passes through that part of the brain gets a very slight twist. This is the bunch of different problems. If the disability is in the eyes, or ears, or balance, every time an activity requires the use of the affected sense, a problem occurs. That is the bunch of the same kind of problem.

Since our time is getting short, does anyone have an idea about how to put the course together?

Goodplan: I've been figuring while you were talking. We have 32 people from our two plants who could directly benefit from the seminars:

four assistant plant managers, six supervisors (receiving, shipping and maintenance), and 24 foremen. We could invite the two plant managers. The sessions could be consolidated in four areas: social behavior problems (supervision, discipline, and appraisal), training and learning problems, legal aspects (hiring, training, testing) and cost savings (changes within the organization). If we had four sessions of three hours each, we could hold all participants 1½ hours overtime if we overlapped the sessions into both shifts. We would need to keep six foremen on each shift during each session, so that would cut participants down to 20 people. Someone is going to have to figure which foremen to stay on line.

Since we're in the process of budget preparation we could propose this course as part of the training and development budget for next year. We'll need to be thinking about getting ready for another session around the middle of March.

Vera, could you and Ms. Macomber make the agenda? Meanwhile to get the proposal ready, we will need some documentation--turnover rate and cost in each department for the past two years, absenteeism ures, appraisal points of problem employees, supervision problems, manpower prediction for the next five years, and organizational past policies for training and development. We will also need some organizational expectations and objectives for development seminars: financial and educational expectations and objectives.

Bright: Shall we tentatively set our next meeting for Monday, March 17, a full day with breaks for phone calls and office priorities?

Goodplan: Why don't we set a noon lunch meeting--have the meal brought in and work through the afternoon?

Hammar: I don't want to be away from the line that long--can't keep track of

the men.

Jobb: Armon, why don't you come and eat lunch with us, and share your thoughts, then go back to work?

Bright: We'll work it out, Thank you all for coming; it's been an informative meeting, and I'm sure we will see some good results from our plans.

Notes

[1] Roa Lynn. Learning Disabilities: An Overview of Theories, Approaches, and Politics. (New York: The Free Press, 1979), p. 21

[2] Martha Bridge Denckla. "Minimal Brain Damage," in Education and the Brain, ed. Jeanne S. Chall and Allan F. Mirsky (Chicago: National Society for the Study of Education, 1978), p. 263.

[3] Adapted from Harold B. Levy. Square Pegs, Round Holes. (Boston: Little, Brown, 1973), pp. 58-59.

[4] Timothy Teyler. "The Brain Sciences: An Introduction." in Education and the Brain, ed. Jeanne S. Chall and Allan F. Mirsky (Chicago: National Society for the Study of Education, 1978), p. 15.

[5] Affirmative Action to Employ Handicapped People: A Pocket Guide to the Regulation of the Affirmative Action of Section 503 of the Rehabilitation Act of 1973. (Washington, D.C.: The President's Committee on Employment of the Handicapped, n.d.).

[6] The Learning Disabilities Manual: Recommended Procedures and Practices. (n.p.: State Board of Education, Illinois Office of Education, 1978), pp. 62-64.

[7] The Learning Disabilities Manual, pp. 44-46, 61.

[8] Joseph F. Follman. Helping the Troubled Employee. (New York: AMACOM, 1978), p.p. 139-140.

[9] American Management Association. "Objectives of the Exit Interview." in Developing Modern and Effective Interviewing Skills, Module 8226. (New York: AMA, 1976), n.p.

[10] Denckla, p.262.

[11] Robert Benson and Robert L. Allen. "How Much Stress is Too Much?" (Harvard Business Review, Sept.-Oct., 1980), pp. 87, 89.

[12] Terrance Mitchell. People in Organizations: Understanding Their Behavior. (New York: McGraw Hill, 1978), p. 142.

[13] Kendrith M. Rowland. Class lecture, BA 411. (Urbana: n.p. Oct. 28, 1980)

[14] Jim Meindl. Class lecture, BA 408. (Urbana: n.p., Sept. 17, 1980)

[15] Carolyn W. Sherif, Muzafer Sherif and Roger E. Nebergall. Attitude and Attitude Change: The Social Judgement-Involvement Approach. (Philadelphia: W. B. Saunders, 1965). pp. 11-12.

[16] Jim Meindl. Class lecture, BA 408. "Reactance Theory." (Urbana, n.p., Oct. 15, 1980)

[17] Leon Festinger. "Cognitive Dissonance." (Scientific American, 104. 1962)

[18] For a discussion of the assumed ease, but realistic difficulty of relating goals to evaluation see Michael Quinn Patton. Utilization-Focused Evaluation. (Beverly Hills: Sage, 1978), pp. 97-117.

[19] Allen R. Janger. The Personnel Function: Changing Objectives and Organization. (n.p. Conference Board's Division of Management Research, 1977), pp. 1-2, 4-10.

[20] Janger, pp. 5-6.

[21] The Basic Rights: Independence and Equality. Report of the 33rd Annual Meeting of the President's Committee on Employment of the Handicapped. (n.p.: Washington, D.C., 1980)

[22] "Vocational Education-An Idea That Has Met Its Time," in ACLD Newsbriefs, Special Supplement, Vocational Education Update, Jan.-Feb., 1979, pp. 8-9.

[23] Lynn, p. 28.

[24] ACLD Newsbriefs, p. 9.

[25] "Non-discrimination Provisions of the H.E.W. Section 504 Regulations. Subpart A. General Provisions. (Sections 84.1-84.10). Amicus, Sept., 1977. Reprinted with permission by the President's Committee on Employment of the Handicapped. Washington, D.C., n.d.

[26] Affirmative Action to Employ Handicapped People, (p. 6).

[27] Alice Scogin. Action Alert to ACLD Chapters, ACLD Board of Directors, Professional Advisory Board. (Pittsburgh: ACLD Governmental Affairs Committee, Aug. 26, 1980.)

[28] Monroe Berkowitz, William G. Johnson, and Edward H. Murphy. Public Policy Toward Disability. (New York: Praeger, 1976), pp. 135-140.

[29] Berkowitz, et. al., p.3.

[30] Berkowitz, et. al., p. 136.

[31] Berkowitz, et. al., p. 138.

[32] Donald H. Sweet. The Modern Employment Function. (Reading, MA: Addison Wesley, 1973), p. 56.

[33] Sweet, pp. 56-57.

[34] C.G. Bowers and J.L. Franklin. Survey-Guided Developmental Change: Data-Based Organizational Change. (La Jolla CA: University Associates, 1977), pp. 37-55.

[35] Lynn, p. 74.

[36] Mitchell, p. 24.

[37] Walter R. Nord. "Beyond the Teaching Machine: The Neglected Area of Operant Conditioning in the Theory and Practice of Management," in Behavior and Performance, 4, 1969. (New York, Academic Press, 1969), p. 375 f.)

[38] Mitchell, p. 27.

[39] William C. Byham and Morton B. Sptizer. The Law and Personnel Testing. (New York: American Management Association, 1971), p. 74.

[40] "Non-descrimination Provisions of the H.E.W. Section 504 Regulations," p. 27.

[41] Byham and Apitzer, p. 188-197.

[42] Les Donaldson. Desk Book of New Techniques for Managing People. (Englewood Cliffs: Prentice-Hall, 1979), p. 45.

[43] Donaldson, p. 118-119.

[44] Stanley Milgram. "Behavioral Study of Obedience," in Journal of Abnormal and Social Psychology, 67, no. 4, 1963, pp. 371-378.

[45] For examples and guidance in proper interviewing and appraisals see Malcolm Maier: The Appraisal Interview. (La Jolla CA: University Associates, 1976.)

[46] Joseph F. Follman. Helping the Troubled Employee. (New York: AMACOM, 1978), p. 19-20.

[47] Follman, p. 65.

[48] Follman, p. 117.

[49] Follman, p. 139.

Appendix A.

Behavior Problems of High Risk Students (The Learning Disabilities Manual, p. 22)	Job Behavior of Problem Employees
Difficulty in understanding and using spoken language appropriately	Argumentative, bad mouthing. (Donaldson, pp. 70-125) Insufficient verbal ability; verbally abusive. (Glueck, pp. 175, 709-715) Can't react quickly to requests, background noises interfere with hearing; not talkative. (Dyer, p. 33-35)
Motor coordination problems --finger coordination --arms and legs coordination --balance	Insufficient muscular or sensory ability or skill. Has accidents. (Glueck, pp. 175, 709-715) Fatigues easily, unable to lift heavy objects, may be unsafe in certain positions, may lean or hold onto equipment for support and balance. Problems with assembly work on conveyer belt, appears lazy. (Dyer, pp. 33-35)
Inability to judge space/time Inability to attend to task Disorganization	Tardiness. (Donaldson, pp. 70-125) (Frances and Woodcock, pp. 10-13) Unable to maintain a schedule; hard to print letters or use geometric forms. Difficulty with assemply requiring right and left discrimination. (Dyer, pp. 33-35)
Poor achievement/work quality Difficulty learning Poor work/study habits	Insufficient job knowledge, low productivity. (Glueck, pp. 175, 709-715) Slow learners, poorly trained. (Francis and Woodcock, pp. 10-13) insufficient training. (ICMA, p. 28) Excessively low personal work standards; violates rules. Absent from work, Generalized low work motivation, history of being fired. (Glueck, pp. 175 709-715)
Social/behavior problems	Anger, confrontation, destructive, stubborn, defiant takes over leadership, intimidates, corrects others. (Donaldson, pp. 70-125) Disruptive evotions, alcohol or drug use, few effective peer relationships, threats, physical abuse; (Glueck, pp. 175, 709-715) Poor teamwork. (Francis and Woodcock, pp. 10-13) Failure to conform to norms. (DuBrin, pp. 167-168) Boredom (ICMA, p. 28)
Negative and/or unrealistic self-evaluation	Makes excuses, demanding, negative. (Donaldson, pp. 70-125) Shirks responsibility. (DuBrin, pp. 167-168) Belief that one has been treated unfairly. (ICMA, p. 28)

Appendix B

Behavior Problems of High Risk Students (The Learning Disabilities Manual, p. 22)	Neurological Descriptions of Learning Disabilities
Difficulty in understanding and using spoken language appropriately	The language function may be insufficiently lateralized in the brain. (Kinsbourne, p. 192) The right hemisphere comprehends but cannot produce speech. (Wittrock, p. 66)
Motor coordination problems --finger coordination --arms and legs coordination --balance	Perinatal or pre-natal brain injury produces motor deficits more subtle than cerebral palsy. Adults who sustain brain injury at maturity...were clumsy and had extreme difficulty with handwriting. (Rudel, p. 278)
Inability to judge space/time Inability to attend to task Disorganization	Sequential-spatial disorder. (Denckla, p. 233) Right hemisphere is lateralized for spatial tasks. (Wittrock, p. 83) Has trouble with impulsivity and attention span. (Denckla, p. 263) Tendency to go off on tangets. (Denckla, p. 267) When both hemispheres are activated they mutually inhibit the control of attention. (Wittrock, p.80) Cannot organize their own activities without help. (Denckla, p. 263)
Poor achievement/work quality Difficulty learning Poor work/study habits	Verbal memorization disorder: slow verbal learning curve. (Denckla, p. 233) Having a teacher is better than interacting only with subject matter (as programmed learning) (Wittrock, p. 101) People need explicitness. (Denckla, p. 258) Difficulty working under the pressure of time. (Denckla, p. 266)
Social/behavior problems	Strongly related to language difficulties. (Denckla, p. 260) Independent people are insensitive to others and reinforcement. (Wittrock, p. 93)
Negative and/or unrealistic self-evaluation	Reinforcement designed for one hemispheric strategy may be poorly timed, random or worse for the cognitive strategy of the other hemisphere. (Wittrock, p. 100) By adulthood all learning disabilities have acquired a psychiatric base. (Denckla, p. 232)

Appendix C.

Behavior Problems of High Risk Students (The Learning Disabilities Manual, p. 22)	Behavior Problems of diagnosed Learning Disabled people.
Difficulty in understanding and using spoken language appropriately	Difficulty in distinguishing similar sounding words, one voice against a noisy background, hearing a sound message quickly. (Lynn, p. 4)
Motor coordination problems --finger coordination --arms and legs coordination --balance	Perceptual motor impairments; general coordination deficits; clumsiness. (Hewett, p. 109) Trouble with small puzzles; difficulty with handwriting. (Lynn, p. 5)
Inability to judge space/time Inability to attend to task Disorganization	Difficulty telling time, remembering months. (Lynn, p. 4) Hyperactivity, distractability. (Hewett, p. 109) Short attention span. (Mann and Greenspan, p. 1013) Chronic impulsiveness, inability to concentrate. (Ris, p. 1) Trouble organizing information, their belongings, scheduling, anticipating events. (Lynn, p. 4)
Poor achievement/work quality Difficulty learning Poor work/study habits	Not retarded, normal overall intelligence. Severe discrepency between ability and achievement (Lynn, p. 11) Disorders of memory or thinking. (Hewett, p. 109) Difficulty holding jobs. (Ris, p. 1)
Social/behavior problems	Emotional (outbursts) lability, perseveration, impulsivity. (Hewett, p. 109) Periodic violent temper; fight constantly. (Ris, p. 1)
Negative and/or unrealistic self-evaluation	Suffer terrible anxieties over failures in school. (Lynn, p. 70) Diffuse symptoms related to depression and anxiety. (Mann and Greenspan, p. 1015) Poor self image, distorted views of the world. Periodic deep depression. (Ris, p. 1)

Behavior Problems of High Risk Students (The Learning Disabilities Manual, p. 22)	Occupational Therapy Descriptions of Learning Disabilities
Difficulty in understanding and using spoken language appropriately	Auditory reception problems; slow to process incoming information. Auditory figure-ground discrimination problems. Poor verbal expression. Poor auditory sequential memory. (Dyer, p. 34)
Motor coordination problems --finger coordination --arms and legs coordination --balance	Poor muscle tone, uncoordinated use of two sides of the body. Difficulty with right/left discrimination. Irregular eye pursuit. Fine motor incoordination. Vestibular system immaturity, (Dyer, p. 33-35) Poor motor planning; can't easily learn new or unfamiliar tasks. (Dyer, p. 33-35)
Inability to judge space/time Inability to attend to task Disorganization	Irregular eye pursuit. Spatial-temporal perception often a problem. Visual form and space perception are often involved. (Dyer, p. 33-35)
Poor achievement/work quality Difficulty learning Poor work/study habits	
Social/behavior problems	Mood swings. (Dyer, p. 35)
Negative and/or unrealistic self-evaluation	

Appendix E.

Behavior Problems of High Risk Students (The Learning Disabilities Manual, p. 22)	Leadership Styles
Difficulty in understanding and using spoken language appropriately	Democratic: Employees can state their opinions. (Lundgren, et.al., pp. 29-37) Verbally confront the problem employee and ask him/her to explain. Ask for definitions of terms. (Donaldson, pp. 70-125)
Motor coordination problems --finger coordination --arms and legs coordination --balance	Theory Y: People have self-control. (DuBrin, p. 145-146)
Inability to judge space/time Inability to attend to task Disorganization	Theory X: People will avoid work. Theory Y: People have self-direction. Democratic: Employees can make good decisions Theory X: People need direction. (Lundgren, 29-37) Theory X: People need to be organized. Theory Y: People want responsibility. (DuBrin, pp. 145-146) Take the person sequentially through the reasoning process. (Donaldson, pp. 70-125)
Poor achievement/work quality Difficulty learning Poor work/study habits	Autocratic: Employees need monitoring and supervision. (Lundgren, pp. 29-37) Democratic: Employees are conscientious and well-qualified. (Lundgren, pp. 29-37) Theory X: People dislike work and need strong pressure. Theory Y: People want to work. (DuBrin, pp. 145-146)
Social/behavior problems	Autocratic: Employees aren't motivated. Democratic: Employees are motivated. (Lundgren, pp. 29-37) Tell the employee to cooperate or leave. (Donaldson, pp. 70-125) Theory X: People have little motivation and want security. Theory Y: People have objectives (DuBrin, pp. 145-146)
Negative and/or unrealistic self-evaluation	Theory Y: People have feelings of self-worth. (DuBrin, pp. 145-146)

Appendix . JOB PRODUCTION VALUE (DAILY JOB PROFIT)

Cost Per Hire

% per position recruitment cost (number of same jobs open into 100%)
x total cost of recruitment (ads, announcements)
= pro-rated recruitment cost
+ interviewing time (average per type of position)
+ personnel records processing per hire
+ training cost pro-rated per trainee
+ orientation time (if groups, average)
+ differential in profit between new hire production during probationary period, and daily job profit expectancy
= Cost Per Hire

Daily Job Cost

+ daily wage
+ overtime (if applicable)
+ fringe benefits
+ FICA and workman's compensation contributions.
+ job environment costs (light, heat, telephone, breaks)
= Daily Job Cost

Job Production Value (Daily Job Profit)

+ market value of product or service per item/position
- materials or supplies per item/service
- operational costs (machinery, equipment, depreciation)
= profit per item/service
- number of employees contributing to production
= profit per worker per item/service
x number of units per day expectancy
= gross daily job profit/loss per job/position
- Daily Job Cost (from above)
= net Daily Job Profit/Loss per job.

Concluding Remarks

A questionnaire distributed to the audience of the class presentation offered some insights into the achievement of the purposes of the paper.

Differing organizational views seem to have been represented clearly in terms of motivation and awareness: 9/11 respondents detected different motivations for the seminars and 7/11 had the impression of organizational awareness of learning disabilities.

There needs to be a number of improvements before attempting to use the material as a promotion for LD awareness: the overall length and individual contributions need to be shortened, the overheads need visual perceptual improvements, and their use needs to be coordinated with the presentation. One person suggested "take-home" handouts. Too many topics were presented without a stated main idea it seems; one listener thought "more time should be spend on the consequences of uncorrected learning disabilities at work and how managers can recognize a learning disability problem." Audience participation would have been productive for two listeners (probably people who learn by doing, rather than listening). The lack of a comprehensive introduction prevented people from becoming oriented soon enough.

Opinion was equally divided concerning the role-playing format vs. a formal paper as would be expected from different learning styles. In a real situation, either a real planning session, or a real presentation to a group of managers, there would not be any choice on my part. For a committee meeting, my information would be

presented less formally than even this paper, but as a staff development presentation, the audio-visual materials and presentation would be more formal and coordinated, with more group discussion. The compromise between the two approaches was very evident--neither angle was strongly effective.

Apparently the audience learned a little about learning disabilities from the presentation as 9/11 respondents indicated a quantitative change in themselves, and substantiated it by their recognition and explanations of their choices of LD people on the committee.

The unanswered questions probably concern me the most because committee meetings do not always cover every topic on the agenda, even on well-planned meetings, and a concensus isn't always predictable. Even if we had been able to come together in greater detail, there would still be the yet unanswerables: how to help the problem employees without labeling them by behavior or asking them, which brings up legal issues; and the problem of helping some employees more than others related to how that would be perceived by the workers themselves. This has been a concern with my work with children, mostly resolved because, I feel, children are more open to suggestions and need less explanation than adults.

My overall perception of my mission is somewhat like that of making a hot air balloon trip non-stop around the world. "Climate" must be cooperative, the "route" must be chosen carefully, the "support" must be there, it can't be hurried, and above all, the captain must be in good shape and know what is going on everywhere the balloon is going. At this moment, I feel I've just about made it to Tuscola on a trial run.